

Teaching Innovation and Cultural Diversity: A Pilot Project on Intercultural Sensitivity for Nursing Students

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ABSTRACT

Objective: To descriptively and inferentially analyze intercultural sensitivity in first-year Nursing students at the Faculty of Ciudad Real UCLM.

Methodology: A non-experimental, cross-sectional, quantitative and retrospective study was developed in which the Intercultural Sensitivity Scale adapted and validated by Ruiz Bernardo [1] was applied to a sample of 115 first-year Nursing students from the Faculty of Ciudad Real UCLM. The analysis procedure suggested by the author was implemented. Correlational and variance analyzes were performed to investigate the effects of sociodemographic and general factors. The SPSS v24.0 program for Windows was used, and a significance level of $p < 0.05$.

Results: The results of the study indicated favorable attitudes towards intercultural sensitivity of the study participants, regardless of the sociodemographic and general factors evaluated. For its part, interrelationships were found between the dimensions that justified such favorable attitudes.

Conclusion: Although favorable attitudes towards intercultural sensitivity were found, it is necessary to carry out educational intervention programs to strengthen them, with emphasis on considering that the sample elements were first-year Nursing students.

Keywords: Intercultural Sensitivity; Students; Nursing

Introduction

Intercultural sensitivity is defined as the desire towards the motivation of individuals regarding interaction (i.e., knowledge, understanding, appreciation, and acceptance) with different cultures (Chen, et al. [2]). Considering the phenomenon and process of globalization, the construct of intercultural sensitivity gains special importance, as it relates to the cultural competence required in constant interpersonal relationships (Pérez Islas [3]). The study aimed to descriptively and inferentially analyze intercultural sensitivity in first-year Nursing students at the Faculty of Ciudad Real UCLM.

Material and Method

A non-experimental, cross-sectional, quantitative, descriptive, correlational, and retrospective study was conducted. A non-probabilistic, intentional, and incidental sample of 115 first-year Nursing

students from the Faculty of Ciudad Real UCLM was selected. This included students of any age, gender, simultaneous study and work, marital status, health-related work, whether they have children, preferred living location, and acceptance of a person of another race into their home. Cases that did not provide verbal informed consent were excluded. Sample elements were incorporated into the study through direct contact with them, considering that the author of the study is a professor of one of their subjects. The Intercultural Sensitivity Scale, validated and adapted by Ruiz Bernardo [1], was used. It consists of 24 items distributed across six subscales or dimensions: Feelings of frustration in relations with people from other cultures, ethnocentric attitude; Positive feelings towards interaction with people from other cultures; Guidelines for adult and respectful interaction; Perceptions and behaviors that manifest positive and negative intercultural sensitivity; Self-confidence; Attention during interaction. Each item is rated on a five-point Likert scale (1: Completely disagree, 2: Disagree,

3: Not sure, 4: Agree, 5: Completely agree). The instrument’s form is presented in Appendix Table 1. Regarding the analysis of the ISS, the data were analyzed according to the strategy proposed by Ruiz Ber-

nardo [1]. The discrimination of items by dimension, as presented in Appendix Table 2, was considered.

Appendix Table 1: Form of the ISS used in the study (Ruiz Bernardo, [1]).

1	I like to interact with people from other cultures.	1	2	3	4	5
2	I think people from other cultures are very closed-minded.					
3	When I interact with people from different cultures I feel quite sure of myself.					
4	It’s hard for me to talk to people from other cultures, even if I know their language.					
5	I have a more observant and attentive attitude when interacting with people from other cultures than when I interact with people from my own culture.					
6	When I interact with people from other cultures I always know what to say.					
7	I am equally sociable with people from my own culture as I am with people from other cultures.					
8	It causes me tension to interact with people from other cultures.					
9	I respect the values of people from other cultures.					
10	I find it uncomfortable to work or share other spaces (e.g. the elevator) with people from different cultures.					
11	I think I have skills to relate to people from a different culture than I do.					
12	When I meet someone from another culture, I try not to be influenced by preconceptions or prejudices that I may have about their culture.					
13	I often don’t feel comfortable when I’m with people from other cultures.					
14	I consider myself a person who is open-minded to cultural differences.					
15	When I interact with people from other cultures who speak another language, I don’t think I know how to communicate well enough with them.					
16	I respect the way people from other cultures behave.					
17	When I interact with people from other cultures, I try to be as attentive as possible to their explanations, so that I can understand them correctly.					
18	I am usually more accepting of the opinions of people in my own culture than the opinions of people in other cultures.					
19	When I interact with people from other cultures I think I clearly realize the small differences in meaning that words or ideas can have.					
20	I think my culture is better and more open than other cultures.					
21	Normally, when I interact with people from other cultures, I tend to be quite positive with them to show them interest and attention.					
22	In general, I try to avoid situations that require me to interact with people from other cultures.					
23	When I talk to a person from another culture, I try to show them that I understand them, through words or gestures.					
24	I like people from different cultures because I find them very interesting.					

Note: Then read each of the sentences that appear and according to your first impression, mark with an X the degree of agreement or disagreement with each of the sentences. I remind you that there are no good or bad answers.

1. Strongly Disagree
2. Disagree
3. I’m not sure
4. Okay
5. Totally agree

Appendix Table 2: Item Distribution According to ISS Scales/Dimensions (Ruiz Bernardo, [1])

Dimension	Items
Feelings of frustration in relationships, ethnocentric posture	9, 12, 15, 18, 20, 22
Positive feelings towards relationships and interactions	1, 10, 13, 14, 23
Guidelines for adult and respectful interaction	8, 11, 17, 19
Perceptions and behaviors manifesting sensitivity	2, 4, 16, 24
Self-confidence	3, 5
Attention during interaction	6, 7, 21

Algebraic sums of the items in each dimension were performed, first after reversing the scores of the inversely formulated items (2, 4, 8, 10, 13, 15, 18, 20, and 22). Considering the possible and resulting minimums and maximums of the study, as well as the 25th, 50th, and 75th percentiles of each dimension (and the total scale), tendencies were categorized as low, medium-low, medium-high, and high attitude towards intercultural sensitivity. From a general analytical perspective, both descriptive and inferential strategies were implemented. Among the descriptive, counts and associated percentages were reported for nominal quantitative variables, while descriptive statistics (mean, 95% confidence interval -CI95%-, standard deviation -SD-, median, minimum, and maximum) were used for continuous quantitative variables. Among the inferential analyses, the chi-square test was implemented to investigate the existence of statistically significant differences between response option counts. Additionally, Pearson and Spearman correlation coefficients (for continuous or ordinal data, respectively) were calculated to explore relationships between different constructs, as well as univariate ANOVAs to discriminate

the results, both total and dimensional, of the ISS. Parametric analyses were justified based on the Central Limit Theorem (Guisande González et al. [4]). Data were analyzed using SPSS v24.0 for Windows, using a significance level of $p < 0.05$.

Results

Sociodemographic and General Data

Regarding the sociodemographic and general characteristics of the sample elements, they were characterized by the following statistically significant general aspects ($p < 0.05$): Nursing students aged 18-25, predominantly women, mainly just students, working without a relation to health, single or in a relationship, without children, with a preference for living in the city, and with a predisposition (yes) or uncertainty (maybe) to admit a person of another race into their usual residence (Table 1). From the correlational analysis between the aforementioned sociodemographic and general aspects (Spearman's Rho), the statistically significant correlations ($p < 0.05$) indicated in Table 2 were found. This table outlines the key correlations found between different sociodemographic variables, providing insights into the relationships explored in the study. These data provided an interpretative context characteristic of an idiosyncrasy that could be seen as expected for the students representing the sample elements. This context will later allow for future interpretations concerning the results of the ISS. It is worth noting that no statistically significant associations ($p > 0.05$) were found with the items "Preferred place to live" and "Admission of a person of another race into one's home," indicating that these are independent of the remaining sociodemographic and general factors. Table 3 presents the results of the total ISS scale, as well as the different subscales or dimensions, according to the validation by Ruiz Bernardo [1].

Table 1: Counts, percentages, and chi-square tests for the sociodemographic and general factors of the sample elements (n=115).

Factor	Category	n	%	χ^2
Age (years)	18-25	104	90.4	$\chi^2=89.917$; $p=0.000^*$ (two first age categories)
Age (years)	26-30	5	4.3	$\chi^2=89.917$; $p=0.000^*$ (two first age categories)
Age (years)	31-40	3	2.6	$\chi^2=89.917$; $p=0.000^*$ (two first age categories)
Age (years)	41-50	3	2.6	$\chi^2=89.917$; $p=0.000^*$ (two first age categories)
Gender	Female	92	80	$\chi^2=41.00$; $p=0.000^*$
Gender	Male	23	20	$\chi^2=41.00$; $p=0.000^*$
Studying and Working	Yes	23	20	$\chi^2=41.400$; $p=0.000^*$
Studying and Working	No	92	80	$\chi^2=41.400$; $p=0.000^*$
Health-related Work	Yes	20	17.4	$\chi^2=48.913$; $p=0.000^*$
Health-related Work	No	95	82.6	$\chi^2=48.913$; $p=0.000^*$
Marital Status	Single	64	55.7	$\chi^2=2.286$; $p=0.131$
Marital Status	In a relationship	48	41.7	$\chi^2=2.286$; $p=0.131$
Marital Status	Married	3	2.6	$\chi^2=2.286$; $p=0.131$
Have Children	Yes	5	4.3	$\chi^2=95.870$; $p=0.000^*$

Have Children	No	110	95.7	$\chi^2=95.870$; $p=0.000^*$
Preferred Place to Live	City	81	70.4	$\chi^2=19.209$; $p=0.000^*$
Preferred Place to Live	Village	34	29.6	$\chi^2=19.209$; $p=0.000^*$
Admission of a person of another race to one's own home	Yes	63	54.8	$\chi^2=40.713$; $p=0.000^*$ (three variants); $\chi^2=3.374$; $p=0.066$ (two more frequent variants)
Admission of a person of another race to one's own home	Maybe	44	38.3	$\chi^2=40.713$; $p=0.000^*$ (three variants); $\chi^2=3.374$; $p=0.066$ (two more frequent variants)
Admission of a person of another race to one's own home	No	8	7.0	$\chi^2=40.713$; $p=0.000^*$ (three variants); $\chi^2=3.374$; $p=0.066$ (two more frequent variants)

Note: Source: Own elaboration.

* $p < 0.05$; § Data series with a count of < 5 cases are not included to avoid statistical biases inherent to the chi-square test (Guisande González et al. [4]).

Table 2: Statistically significant correlations between sociodemographic and general factors, and their interpretation.

Variables	Spearman	Interpretation
Age	Study and work	$\rho=-0.365$; $p=0.000^*$
Age	Health-related work	$\rho=-0.407$; $p=0.000^*$
Age	Marital status	$\rho=0.204$; $p=0.028^*$
Age	Have children	$\rho=-0.543$; $p=0.000^*$
Gender	Study and work	$\rho=-0.185$; $p=0.048^*$
Gender	Health-related work	$\rho=-0.229$; $p=0.014^*$
Study and work	Health-related work	$\rho=0.459$; $p=0.000^*$
Study and work	Have children	$\rho=0.213$; $p=0.022^*$
Health-related work	Have children	$\rho=0.240$; $p=0.010^*$
Marital status	Have children	$\rho=-0.339$; $p=0.000^*$

Note: Source: Own elaboration.

* $p < 0.05$. This table outlines the key correlations found between different sociodemographic variables, providing insights into the relationships explored in the study.

Table 3: Descriptive Results of the ISS and Its Dimensions (n=115).

Scale/Subscale (Dimension)	Minimum-Maximum Possible	Minimum-Maximum Obtained	Mean (95% CI)	Percentiles 25-50-75	Interpreted Category
Dimension 1	6-30	15-30	21.77 (21.21-22.32)	20.00-22.00-24.00	Low average attitude towards intercultural sensitivity associated with feelings of frustration in relationships with people from other cultures
Dimension 2	5-25	14-25	21.19 (20.74-21.64)	20.00-21.00-23.00	High average attitude towards intercultural sensitivity related to positive feelings towards relationships and interaction with people from other cultures
Dimension 3	4-20	13-20	16.07 (15.76-16.38)	15.00-16.00-17.00	High average attitude towards intercultural sensitivity related to guidelines for adult and respectful interaction
Dimension 4	4-20	7-20	15.27 (14.86-15.68)	14.00-15.00-17.00	High average attitude towards intercultural sensitivity related to perceptions and behaviors manifesting positive and negative intercultural sensitivity
Dimension 5	2-10	5-10	6.90 (6.69-7.12)	6.00-7.00-8.00	Low average attitude towards intercultural sensitivity related to self-confidence
Dimension 6	3-15	6-15	11.01 (10.68-11.33)	10.00-11.00-12.00	High average attitude towards intercultural sensitivity related to attention during interaction
Total	24-120	64-117	92.21 (90.44-93.98)	85.00-91.00-99.00	High average attitude towards overall intercultural sensitivity

Note: Source: Own elaboration.

Dimension 1: Feelings of frustration in relationships with people from other cultures, ethnocentric stance; Dimension 2: Positive feelings toward relationships and interaction with people from other cultures;

Dimension 3: Guidelines for adult and respectful interaction;

Dimension 4: Perceptions and behaviors manifesting positive and negative intercultural sensitivity;

Dimension 5: Self-confidence;

Dimension 6: Attention during interaction.

Here is the text translated into English: In this regard, relatively favorable results were found towards intercultural sensitivity, considering the interpretations for the total sample. Table 4 presents the statistically significant correlations ($p < 0.05$) found between the different dimensions of the ISS (Pearson correlation coefficients). In this regard, the relatively favorable results towards intercultural sensitivity found in the description of the total sample were reflected in significant relationships between all the dimensions of the ISS,

indicating appropriate trends of the sample elements concerning the evaluated construct. Finally, Table 5 presents the results of the univariate ANOVAs for the ISS and its dimensions, categorized according to sociodemographic and general factors. In this sense, the relatively favorable attitudes towards intercultural sensitivity of the study participants were presented, almost entirely, independently of the socio-demographic and general factors evaluated.

Table 4: Presents the statistically significant correlations ($p < 0.05$) found between the different dimensions of the ISS (Pearson correlation coefficients).

Dimensions	Pearson	Interpretation
Dimension 1	Dimension 2	$r=0.671; p=0.000^*$
	Dimension 3	$r=0.557; p=0.000^*$
	Dimension 4	$r=0.667; p=0.000^*$
	Dimension 6	$r=0.462; p=0.000^*$
Dimension 2	Dimension 3	$r=0.700; p=0.000^*$
	Dimension 4	$r=0.673; p=0.000^*$
	Dimension 5	$r=0.284; p=0.002^*$
	Dimension 6	$r=0.595; p=0.000^*$
Dimension 3	Dimension 4	$r=0.555; p=0.000^*$
	Dimension 5	$r=0.345; p=0.000^*$
	Dimension 6	$r=0.509; p=0.000^*$
Dimension 4	Dimension 5	$r=0.268; p=0.004^*$
	Dimension 6	$r=0.543; p=0.000^*$

Note: $*p < 0.05$;

Source: Own elaboration.

Dimension 1: Feelings of frustration in relationships with people from other cultures, ethnocentric stance;

Dimension 2: Positive feelings towards relationships and interaction with people from other cultures; Dimension 3: Guidelines for adult and respectful interaction;

Dimension 4: Perceptions and behaviors manifesting positive and negative intercultural sensitivity;

Dimension 5: Self-confidence; Dimension 6: Attention during interaction.

Table 5.

Scalet/subscale (dimension)	Sociodemographic and general factor	ANOVA	Interpretation**
Dimensión 1	Edad	$F_{3,111}=0,614$; $p=0,608$	Attempts to find alternatives for communication with people from other cultures are independent of the age of the study participants.
	Sex	$F_{1,113}=3,392$; $p=0,068$	Attempts to find alternatives for communication with people from other cultures are independent of the sex of the study participants.
	Study and work	$F_{1,113}=0,077$; $p=0,782$	Attempts to find alternatives for communication with people from other cultures are independent of whether the study participants study and work simultaneously.
	Healthcare-related work	$F_{1,113}=1,778$; $p=0,185$	Attempts to find alternatives for communication with people from other cultures are independent of the study participants' health-related work.
	Marital status	$F_{2,112}=1,241$; $p=0,293$	Attempts to find alternatives for communication with people from other cultures are independent of the marital status of the study participants.
	Having children	$F_{1,113}=0,398$; $p=0,530$	Attempts to find alternatives for communication with people from other cultures are independent of whether the study participants have children.
	Preferred place to live	$F_{1,113}=1,173$; $p=0,281$	Attempts to find alternatives for communication with people from other cultures are independent of the place of preference for vivir de los participantes del estudio.
	Admission of a person of another race into one's own dwelling	$F_{2,112}=4,510$; $p=0,013^*$	Attempts to find alternatives to communicate with people from other cultures are higher in participants who would admit a person of another race into their own home.
Dimension 2	Age	$F_{3,111}=0,532$; $p=0,661$	Positive feelings toward relationships and interaction with people from other cultures are independent of the age of the study participants.
	Sex	$F_{1,113}=2,41$; $p=0,119$	Positive feelings toward relationships and interaction with people from other cultures are independent of the sex of the study participants.
	Study and work	$F_{1,113}=0,003$; $p=0,955$	Positive feelings toward relationships and interaction with people from other cultures are independent of whether study participants study and work at the same time.
	Healthcare-related work	$F_{1,113}=1,181$; $p=0,279$	Positive feelings toward relationships and interaction with people from other cultures are independent of the study participants' health-related work.
	Marital status	$F_{2,112}=1,298$; $p=0,277$	Positive feelings toward relationships and interaction with people from other cultures are independent of the state civil de los participantes del estudio.
	Having children	$F_{1,113}=0,038$; $p=0,847$	Positive feelings toward relationships and interaction with people from other cultures are independent of whether study participants have children.
	Preferred place to live	$F_{1,113}=0,764$; $p=0,384$	Positive feelings toward relationships and interaction with people from other cultures are independent of the study participants' preferred place of living.
	Admission of a person of another race into one's own dwelling	$F_{2,112}=4,987$; $p=0,008^*$	Positive feelings toward relationship and interaction with people from other cultures are higher in participants who would admit people of another race into their own housing.
	Dimension 3	Age	$F_{3,111}=0,752$; $p=0,524$
Sex		$F_{1,113}=4,280$; $p=0,041^*$	Mayor tendencia hacia pautas para la interacción adulta y respetuosa en mujeres.
Study and work		$F_{1,113}=0,224$; $p=0,637$	Guidelines for adult and respectful interaction are independent of study and study participants' simultaneous work.
Healthcare-related work		$F_{1,113}=0,008$; $p=0,929$	Guidelines for adult and respectful interaction are independent of the study participants' health-related work.
Marital status		$F_{2,112}=0,731$; $p=0,484$	The guidelines for adult and respectful interaction are independent of the state civil of study participants.
Having children		$F_{1,113}=0,526$; $p=0,470$	Guidelines for adult and respectful interaction are independent of whether study participants have children.
Preferred place to live		$F_{1,113}=0,474$; $p=0,493$	Guidelines for adult and respectful interaction are independent of study participants' preferred place of residence.

	Admission of a person of another race into one's own dwelling	$F_{2,112}=5,212; p=0,007^*$	Guidelines for respectful adult interaction are best for participants who would admit a person of another race into their own housing.
Dimensión 4	Age	$F_{3,111}=1,512; p=0,215$	The perceptions and behaviors that manifest positive and negative intercultural sensitivity are independent of the age of the study participants.
	Sex	$F_{1,113}=0,945; p=0,333$	Perceptions and behaviors that manifest positive and negative cross-cultural sensitivity are independent of the sex of the study participants.
	Study and work	$F_{1,113}=0,087; p=0,769$	The perceptions and behaviors that manifest positive and negative intercultural sensitivity are independent of simultaneous study and work of the study participants.
	Healthcare-related work	$F_{1,113}=0,071; p=0,791$	Perceptions and behaviors that manifest positive intercultural sensitivity, and negative son independientes of the study participants' health-related work.
	Estado civil	$F_{2,112}=0,620; p=0,540$	The perceptions and behaviors that manifest positive and negative intercultural sensitivity are independent of the marital status of the study participants.
	Having children	$F_{1,113}=1,917; p=0,169$	Perceptions and behaviors that manifest positive and negative cross-cultural sensitivity are independent of whether study participants have children.
	Preferred place to live	$F_{1,113}=0,148; p=0,701$	The perceptions and behaviors that manifest positive and negative intercultural sensitivity are independent of the study participants' place of preference to live.
	Admission of a person of another race into one's own dwelling	$F_{2,112}=3,825; p=0,025^*$	Perceptions and behaviors that manifest positive and negative intercultural sensitivity are higher in participants who would admit a person of another race into their own housing.
Dimensión 5	Age	$F_{3,111}=0,243; p=0,866$	Self-confidence in relating to people from other cultures is independent of the age of the study participants.
	Sex	$F_{1,113}=0,055; p=0,814$	Self-confidence in relating to people from other cultures is independent of the sex of the study participants.
	Study and work	$F_{1,113}=0,681; p=0,411$	Self-confidence to relate to people of otras culturas es independent study and simultaneous work of study participants.
	Healthcare-related work	$F_{1,113}=0,036; p=0,851$	Self-confidence in relating to people from other cultures is independent of study participants' health-related work.
	Marital status	$F_{2,112}=1,446; p=0,240$	Self-confidence in relating to people from other cultures is independent of the marital status of the study participants.
	Having children	$F_{1,113}=0,343; p=0,559$	Self-confidence in relating to people from other cultures is independent of whether study participants have children.
	Preferred place to live	$F_{1,113}=0,017; p=0,898$	The self-confidence to relate to people from other cultures is independent of the study participants' preferred place of life.
	Admission of a person of another race into one's own dwelling	$F_{2,112}=0,559; p=0,574$	Self-confidence in relating to people from other cultures is independent of whether study participants would admit a person of another race into their own housing.
Dimensión 6	Age	$F_{3,111}=0,962; p=0,413$	Attention during interaction is independent of the age of the study participants.
	Sex	$F_{1,113}=0,179; p=0,673$	Attention during interaction is independent of the sex of the study participants.
	Study and work	$F_{1,113}=1,850; p=0,176$	Attention during interaction is independent of study and work simultáneos de los participantes del estudio.
	Healthcare-related work	$F_{1,113}=0,013; p=0,908$	Attention during interaction is independent of the study participants' health-related work.
	Marital status	$F_{2,112}=1,394; p=0,252$	Care during interaction is independent of study participants' marital status.
	Having children	$F_{1,113}=1,064; p=0,305$	Attention during interaction is independent of whether study participants have children.
	Preferred place to live	$F_{1,113}=0,720; p=0,398$	Attention during interaction is independent of study participants' preferred place of living.
	Admission of a person of another race into one's own dwelling	$F_{2,112}=2,901; p=0,059$	Care during interaction is independent of whether study participants would admit a person of another race into their own housing.

Total	Age	$F_{3,111}=1,076$; $p=0,362$	The total appreciation of cross-cultural sensitivity is independent of the age of the study participants.
	Sex	$F_{1,113}=2,594$; $p=0,110$	The total appreciation of intercultural sensitivity is independent of the sex of the study participants.
	Study and work	$F_{1,113}=0,005$; $p=0,946$	The total appreciation of intercultural sensitivity is independent of the simultaneous study and work of the study participants.
	Healthcare-related work	$F_{1,113}=0,484$; $p=0,488$	The full appreciation of intercultural sensitivity is independent of health-related work de los participantes del estudio.
	Marital status	$F_{2,112}=1,445$; $p=0,240$	The total appreciation of cross-cultural sensitivity is independent of the marital status of the study participants.
	Having children	$F_{1,113}=0,652$; $p=0,421$	The total appreciation of cross-cultural sensitivity is independent of whether study participants have children.
	Preferred place to live	$F_{1,113}=0,001$; $p=0,981$	The total appreciation of intercultural sensitivity is independent of the study participants' place of preference to live.
	Admission of a person of another race into one's own dwelling	$F_{2,112}=6,192$; $p=0,003^*$	The total appreciation of intercultural sensitivity is greater in participants who would admit a person of another race into their own housing.

Note:

Source: Authors.

* $p < 0.05$; **Relatively favorable parameters of the dimensions and the total scale towards intercultural sensitivity are recalled;

Dimension 1: Feelings of frustration in relationships with people from other cultures, ethnocentric stance; Dimension 2: Positive feelings towards the relationship and interaction with people from other cultures; Dimension 3: Guidelines for adult and respectful interaction;

Dimension 4: Perceptions and behaviors that manifest positive and negative intercultural sensitivity; Dimension 5: Self-confidence;

Dimension 6: Attention during interaction.

Discussion

The results of the study indicated favorable attitudes towards the intercultural sensitivity of the study participants, regardless of the sociodemographic and general factors evaluated. These results coincide with those of Pérez Islas [3], who conducted a similar evaluation in nursing students. Furthermore, it is highlighted that, consequently to the relational cluster found for the intercultural sensitivity of the study participants, first-year nursing students (the sample elements of this study) possess competencies that require reinforcement, especially considering they are just beginning their careers. This is emphasized by Hua, et al. [5], who indicated in their study that data from a total of 104 students were analyzed. The mean intercultural sensitivity of the students significantly improved from 79.88 ± 8.47 (pre) to 83.04 ± 8.63 (post). Participants in the elective course ($n=7$) showed significantly higher levels of intercultural sensitivity than non-participants. The self-assessed English proficiency of second- and third-year students who took English courses improved significantly after the courses. Themes extracted by participants in the elective course revealed students' perceptions of learning about diverse cultures, resilience, and intercultural communication skills, which can be utilized in future nursing practice. It was concluded that undertaking international nursing courses can increase the intercultural sensitivity of nursing students.

Universities are encouraged to offer international nursing courses to help enhance their cultural sensitivity and competence for their

future nursing careers. Similarly, the descriptive and correlational findings of the present study agreed with those of Ayaz-Alkaya, et al. [6], as multiple linear regression revealed that the country where nursing students were studying and the fact of speaking a second language were significant predictors of intercultural sensitivity in the present study. The findings of the two-way ANOVA indicated that the interaction effect between nursing students from two schools and sociodemographic variables was not statistically significant ($p > 0.05$). Nursing students from both universities presented a moderate level of intercultural sensitivity. This level is low compared to previous results reported in the literature. The findings of the study can help faculty administrators to make new arrangements in the nursing curriculum and contribute to providing equitable and non-discriminatory health services to individuals. Intercultural education programs within the curriculum should be offered as standalone courses and/or integrated into courses to develop culturally competent knowledge, awareness, and skills throughout undergraduate nursing education.

Conclusion

Favorable attitudes towards intercultural sensitivity were found, a construct that was manifested as a cluster or relational conglomerate regarding all its dimensions. Furthermore, these favorable attitudes appeared independently of the sociodemographic and general factors evaluated for the study participants. Although favorable attitudes towards intercultural sensitivity were found, it is necessary to carry out educational intervention programs to strengthen them,

with an emphasis on considering that the sample elements were first-year nursing students. It is suggested to conduct experimental or quasi-experimental studies with a control group in which an intercultural sensitivity educational program is designed and implemented.

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